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value more weighty than suggestiveness. It may very well be questioned whether the measurements have not been pushed to more complicated processes than can yet be approached with advantage.

E. C. S.

Ueber den Einfluss der Uebung auf geistige Vorgänge. Dr. G. O. BERGER.
Wundt's Philos. Stud. V. 1. 1888.

The influence of practice was measured by its effect on the rapidity with which gymnasium pupils of different classes, and those of the highest class of a preparatory school, could pronounce Latin and German. The best five and the worst five in each of the classes were taken for the trial; the average age in the class from the preparatory school was 9; in the highest gymnasium class, 21.6. The test consisted in reading with the greatest rapidity first 100, then 500 words, and third, the first 100 words again at the normal rate. The Latin read was from Tacitus's *Agricola*; the German, from Goethe's *Egmont*. The improvement in the rate through the ten classes follows what may be assumed as the general law of the effect of practice, namely, a rather rapid quickening at first, followed by less and less gain as practice continues. The time for 100 words in the preparatory class, which had not as yet studied Latin, was 262 seconds; for the gymnasium classes respectively, 135, 100, 84, 79, 57, 54, 49, 48, 43. For German the times were 72, 55, 43, 37, 39, 28, 27, 26, 25, 23. The 100-word rate in Latin is 7 per cent shorter than that which can be kept up for 500 words; in German, but 3 per cent. The "normal reading" in the lower classes was a little quicker than the first reading because the words were a little familiar. The higher classes took longer for the second reading than for the first because they read for the sense. To set aside the possible objection that the increased speed was an evidence of increased mental quickness, and not the result of familiarity with the language, the gymnasium pupils were shown sets of five and of ten colors, and the time required to recognize and name them measured. The rates do not increase regularly with the increase in age, as they should do if the objection were valid. Granting the increased rapidity by practice, the question follows as to how practice has made the change. The gain appears to be chiefly in the overlapping of processes, as in Cattell's experiments (noted in the *JOURNAL*, I, p. 709), and in the size of the groups of words grasped at a time. The children in the preparatory school, for example, read Latin by syllables; those a little more advanced, by words; the highest, by phrases, as is testified by the kinds of errors made in reading at full speed, and by the less proportionate advantage shown by the boys of the higher classes in reading disconnected words.

Ueber die Reactionszeit für Erregung und für Hemmung. GAD, nach Versuchen des Herrn Dr. Orschansky. Verhandlungen der Physiol. Gesells. zu Berlin, No. 13-14, June 4, 1887.

The muscle selected for these experiments was the masseter, because its relaxation is not attended by the contraction of an antagonist. Its contractions and relaxations, by means of which the reaction times for excitation and inhibition were measured, were recorded by a double-branched apparatus, one branch of which entered the mouth on each side and pressed against the muscle,